

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

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June 17, 1977

TO: Members of the Senate and the Assembly

SUBJECT: Bilingual Teacher Directory and  
Bilingual Certificate of Competence

Enclosed is a copy of the Bilingual-Crosscultural Teachers Clearinghouse Directory which has been mailed to all district and county superintendents of schools in your district. Hopefully this will facilitate the location and identification of teachers qualified to teach in a bilingual-crosscultural classroom as mandated by the Bilingual Statutes of 1976.

In addition I am enclosing a copy of the Guidelines for the Implementation of Assessment Procedures for the Certificate of Competence. We have already received assessment plans from several school districts and expect to take these to the Commission for review/approval on June 16-17, 1977.

If you have any questions or need additional copies of the Directory please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Peter L. LoPresti".

Peter L. LoPresti  
Executive Secretary

COMMISSION FOR TEACHER PREPARATION AND LICENSING

GUIDELINES FOR IMPLEMENTATION OF THE CERTIFICATE OF COMPETENCE  
AND ASSESSMENT AS MANDATED IN CHAPTER 984 OF THE STATUTES OF 1976

May 6, 1977

A. Certificate of Competence

A certificate of competence will be issued to an applicant who submits an application and a fee of \$20 and is recommended by an approved assessor agency which certifies that the applicant has met all the following requirements:

1. Possession of a valid California teaching credential based upon a baccalaureate degree and student teaching.
2. Verification of ability to read, write and communicate orally in the target language through an approved assessment process.
3. Verification of knowledge of the culture of the target population through an approved assessment process.
4. Verification of the ability to teach the basic teaching authorization in English and a language other than English.

B. Approved Assessor Agency

The Commission will review assessment plans submitted by assessor agencies and will reserve the right to approve; to not approve; or to solicit additional information or clarification relating to those plans. The Commission will also reserve the right to monitor the implementation of those plans and to withdraw approval whenever evidence indicates that the plan is not being implemented as proposed. Initial approval of assessment plans shall expire on June 30, 1979.

An approved assessor agency is a college or university with a Commission-approved program for bilingual teacher training; a school district with an established state or federal bilingual education program and at least 30,000 average daily attendance (ADA); or a county superintendent of schools who has full-time bilingual professional personnel responsible for servicing specific bilingual education programs.

Districts and county offices not eligible to act as assessment agents may petition the Commission on the basis of hardship describing an assessment procedure which may or may not be involved with collaboration with other districts or institutions of higher education. That petition must be consistent with Commission guidelines.

### C. Assessment Options

To provide flexibility and to be responsive to the varying capabilities and needs of all school districts and teachers, two assessment process options are provided. These options permit effective utilization of all existing techniques and systems available through school districts, county offices and higher education institutions. Assessment plans submitted for Commission approval shall contain all the elements of at least one of the process options.

#### 1. Higher Education Institutions - With Approved Programs:

Option One: (Passed by Commission resolution on April 1, 1977)

- a. Candidates shall be assessed on the language and culture competencies at the same level as the exit standards for the bilingual emphasis programs for multiple and single subject instruction credentials.
- b. Records of the interview portion of the assessment shall be kept intact for a minimum of sixty days, subject to use in candidate appeal.

#### 2. County Offices or School Districts:

Option Two:

- a. Candidates shall be assessed on the language and culture competencies approved by the Commission. The assessment shall be conducted by a panel convened under the direction of a district or county superintendent of schools.
- b. The examining panel shall consist of two regularly credentialed classroom teachers (K-12) who are bilingual/biliterate and who have had experience in public school bilingual education, preferably holding a regular bilingual/cross-cultural credential; one bilingual/biliterate person from the lay target community; two bilingual/biliterate faculty members who are currently teaching in ethnic study classes in the target culture, or in language classes in the target language, or in bilingual education classes at institutes of higher education and who are not regularly employed by the school district or county superintendent for which the assessment is being conducted.
- c. Successful passage of this assessment will be determined by a majority of the ratings of the panel members based on the language and culture competencies approved by the Commission.
- d. The interview portion of the assessment shall be audio-taped and all tape records shall be kept intact for a minimum of 60 days subject to use in candidate appeal, unless earlier release is authorized by the Commission.

D. Assessment Plan Requirements (Apply only to Option Two)

Each assessment plan submitted to the Commission by a potential assessor agency shall include but not be limited to all of the following components:

1. A description of both the assessment process(es) and any instruments used in the process including passing standards.
2. Documentation of how the processes, instruments, and standards assess the language, culture, and methodological competencies established by the Commission.
3. A description of the selection criteria and process used in establishing each and every interview panel, when the plan proposes use of such panels.
4. Provision for supplying each unsuccessful candidate with a diagnostic report which will identify clearly areas of weakness or deficiency.
5. A description of the length of time proposed for each individual assessment and the frequency of administration proposed.
6. Provisions for supplying the Commission with information about both successful and unsuccessful candidates after each assessment period.
7. A description of the process for informing candidates of the procedure for appeal.
8. A statement of the maximum charge to any candidate for any one language and culture assessment and the rationale for this charge.
9. A description of provisions for assessing candidates who are not employed by the assessor agency.

E. Appeal Provisions

The assessor agency shall inform unsuccessful candidates of their right to appeal to the Commission and shall make available to the Commission the audio-tape record of the original interview portion of the assessment and the diagnostic report identifying areas of weakness in the language and culture competencies. In the higher education institution option, written records of the original interview portion of the assessment may be substituted for the audio-tape record. A copy of the diagnostic report of the assessment shall also be made available to unsuccessful candidates.

The Commission shall develop appropriate guidelines for administering the appeal provisions.

F. Competencies for Language and Culture Curriculum

Language Curriculum Competencies

The teacher shall have the following abilities in English and the Target Language:

- a. Understanding of the language as used in personal communication and in the public media.
- b. Ability to use the language in spontaneous conversation in a variety of situations.
- c. Ability to read and comprehend texts appropriate to the authorization.
- d. Ability to write effectively in a variety of contexts.
- e. Ability to teach the basic teaching authorization in both languages.
- f. A general knowledge of language acquisition and the ability to anticipate interference from one language to another and to prescribe corrective measures.
- g. An appreciation of the distinctive speaking styles of pupils and the ability to guide them in the use of standard language.
- h. Sensitivity to the distinctive styles on non-verbal communication that pupils bring to the classroom.

Culture Curriculum Competencies

The teacher shall have knowledge of:

- a. The life style of the target population.
- b. The historical role and contributions of the target population to American society.
- c. The social class structure within the communities of the target population.
- d. The main principles of human development and learning as evidenced in the community of the target population.
- e. Community groups, institutions, and social and political structures within the community of the target population.
- f. The dynamics of culture conflict experienced by the community of the target population.